

The Greenhouse Multi-cultural Play & Arts Project

Inspection report for early years provision

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Inspector	Rachel Deputy
Setting address	Tiber Street Site, Lodge Lane, Liverpool, Merseyside, L8 0TP
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Greenhouse Multi-Cultural Play and Arts Project was registered in 2002. It is managed by a management committee and operates from two rooms within a single storey building in Toxteth, South Liverpool. All children share access to a secure outdoor play area.

A maximum of 50 children may attend the out of school club and playscheme, of whom not more than 20 may be in the early years age group at any one time. The out of school club operates term time only from 3.15pm to 6.15pm. The holiday play scheme operates from 8.30am to 6pm. There is also a creche facility available which operates when required to support community groups and training initiatives. A maximum of 20 children may attend the creche provision at any one time, of these not more than six may be under two years at any one time. There are currently 75 children from three to 12 years on roll. Children attend for a variety of sessions.

The setting serves the local and wider community. The setting supports children with learning difficulties or disabilities and children for whom English is an additional language. The setting employs five members of staff and seven volunteers. Of these, four hold appropriate early years qualifications. There is one member of staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly benefit and thrive in this highly inclusive setting. The staff team place the promotion of equality of opportunity at the heart of all their work. Children's independence is promoted well and they take ownership of their environment and their well-being. Partnerships are well established and make a strong contribution to children's achievement. Documentation to promote the safe and effective management of the setting is in place. The manager and her team are aware of their strengths and weaknesses and set clear and appropriate targets for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- work together with other practitioners and parents to support transition, both between settings and between setting and school
- ensure observation across the six areas of learning supports continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there.

The effectiveness of leadership and management of the early years provision

Children are well protected in the setting because the staff are knowledgeable about local safeguarding policies. Staff have effective procedures in place to manage any concerns about children in their care. Safe recruitment procedures are in place which means that staff are appropriately vetted and are safe and suitable to work with young children. Emergency evacuation plans are practised regularly so that children know what to do in an emergency. Comprehensive risk assessments are carried out and effective control measures are in place to fully manage any potential risks. For example a camera has been installed at the entrance to the setting so that staff are able to identify visitors before they gain access into the building. This means that children are able to move freely and safely around the premises.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children, for example, equipment and toys are stored at the children's level so they are able to access them independently. This means that children are able to thrive and make good progress in their development.

The manager, along with her staff team is aware of their strengths and weaknesses. They continually look for ways to improve the setting for the children and to this end set ambitious and appropriate targets. The manager has addressed previous actions and recommendations promptly and effectively. For example, a 'chill out' area is available for children to rest or relax upon.

The setting forms close working relationships with parents and carers and staff provide verbal feedback daily. Parents are invited to make suggestions and become involved with the day to day life of the setting. For example, they are invited to join in with craft sessions. Effective relationships with other provisions and professionals involved with the children are well established and ensure that all children are fully supported. For example, the setting liaises with an external agency to provide one to one support for children with special educational needs. Relationships with local schools are sound, however, there are limited opportunities for staff to share information about children's progress. This means that some learning opportunities are missed. The manager recognises this as an area for development.

Adults are highly effective in ensuring that all children are well integrated and that their individuality is celebrated. They are extremely successful in taking steps to promote equality and diversity, for example, staff attend training and identify an equality coordinator. They use information obtained from parents about children's cultural and religious beliefs to create a cultural calendar, which includes a huge range of multi-cultural celebrations, such as the Sikh Olympic event, Hola Maholla. This innovative approach means that children's experiences and attitudes towards those different to themselves are very positive.

The quality and standards of the early years provision and outcomes for children

Children show a great deal of self-confidence in the setting and confidently introduce themselves to the inspector. This shows that they feel safe and secure in their environment. Staff form strong relationships with children, which means they are able to seek comfort and assistance when they need it. Children's understanding of safety issues is demonstrated through their play, for example in the garden they remind each other not swing too high because they might fall off.

Most children show awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines. For example, children happily wash their hands before snack times and talk with staff about healthy eating. They discuss their favourite fruit and how it helps them to grow. Effective re-development of the outdoor areas means that all children have daily opportunities to engage in a wide range of physical activities outdoors. They learn to negotiate different surfaces as they run to the top of the grass hill and roll back down. They enthusiastically develop their physical skills as they learn to climb and balance.

Staff implement a tracking system which helps them to identify next steps for individual children's learning. Regular observations of the children are carried out to support the planning system and provide evidence of achievement. However, the tracking system does not identify all six areas of learning within the Early Years Foundation Stage. As a result some opportunities to stimulate and challenge children are missed. Adults encourage the children to think critically and make good use of spontaneous learning opportunities. For example, a child makes a paper aeroplane and attempts to fly it inside. A member of staff skilfully engages in conversation with the child. She encourages him to think about what is outside that might help the paper plane to fly and reminds him about kites. The child is delighted when he realises the wind will blow his plane further. This means that children are becoming strong communicators and are developing their problem-solving skills, because the staff challenge their thinking. Children have access to a range of programmable toys, such as a touch screen computer and a digital camera. Children use these skilfully and access them independently showing an emerging understanding of technology.

Staff provide innovative and highly effective opportunities for children to make a positive contribution to the setting. For example, the children are part of a 'steering group' that represents the children's voices during team meetings. Older children consult with younger children about what they like and dislike about the setting and what they would like to see happen. This information is recorded by the children who use tick charts and pictures to record what has been said. The setting form partnerships with local groups who provide a translation service so that children who are learning English as an additional language are also represented.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met